AL.2.2008-201
University of Alberta Library
0 1620 3448662 9

tudent and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET 1A

PED0770 Career and Life Management
Module 1: Section 1 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____ Time Spent on Assignment: _____	(If label is missing or incorrect) Student File Number: _____ Module Number: _____

FOR OFFICE USE ONLY

Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Career and Life Management

Module 1

Personal Choices

ASSIGNMENT BOOKLET 1A

Alberta Education

FOR TEACHER'S USE ONLY

Summary

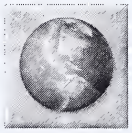
	Total Possible Marks	Your Mark
Section 1 Assignment	100	
	100	

Teacher's Comments

Career and Life Management
Module 1: Personal Choices
Assignment Booklet 1A
Section 1 Assignment
ISBN 978-0-7741-2875-9

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2008, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

UNIVERSITY LIBRARY

ATTENTION PARENT AND STUDENTS: THIS FORM IS TO BE FILLED OUT FOR THE COMPLETION OF CAREER AND LIFE MANAGEMENT

In Module 3 students must complete either Part A: Human Sexuality or Part B: Relationships in order to receive three credits for Career and Life Management. Inform your teacher of your choice now by checking off the appropriate box.

- ❑ Part A: Human Sexuality
- ❑ Part B: Relationships

The following form is to be signed by a parent or guardian of the student registered at the Alberta Distance Learning Centre. If the student is not at the age of majority (18 years old) nor living independently, the parents or guardians have the right to exempt him or her from school instruction in human sexuality education. In this CALM course human sexuality instruction is found in Part A: Human Sexuality. Part B: Relationships is the alternative for those students who are exempted from human sexuality instruction at the request of their parents or guardians. Students must complete **either** Part A: Human Sexuality **or** Part B: Relationships in order to receive three credits in Career and Life Management. Indicate your preference on the following form.

PARENT/GUARDIAN DECLARATION

I hereby certify that my child, _____, will take

- ❑ Part A: Human Sexuality

or

- ❑ Part B: Relationships

as part of Career and Life Management.

Date: _____ Parent's Signature: _____

If you, the parent or guardian, have any comments, write them in the following space.

_____

_____

_____

_____

Send this form to your teacher along with Assignment Booklet 1A.

Digitized by the Internet Archive
in 2015

https://archive.org/details/careerlifemanage00albe_18

ASSIGNMENT BOOKLET 1A
CAREER AND LIFE MANAGEMENT: MODULE 1
SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 100 marks out of a total of 200 marks for the assignments in Module 1. The value of each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing program for many of these assignments. If you use a computer, be sure to attach a printed copy that has been proofread and is readable. Include your name, course name and assignment number on each page.

Section 1 Assignment: Balancing the Dimensions of Health

100

5

1. In Lesson 1 you watched a video segment featuring Vic Albert in which he demonstrates healthy life management. Write a paragraph about another person who, in your opinion, demonstrates healthy life management. Give reasons to support your opinion. (Space is provided on the next page for your paragraph.)

   Note: The person you choose to write about may be someone you know personally or someone you have seen in the media.

   Use the following checklist to ensure your response is effective.

• The person I have selected demonstrates healthy life management.	
• I have provided appropriate details to show how this person's dimensions of life are balanced.	
• My word choice and sentence structure are effective.	
• I have edited my writing to eliminate errors in spelling, capitalization, and punctuation.	
• I have clearly and effectively shown how this person demonstrates healthy life management. I am pleased with my paragraph.	

2. In your exploration of the dimensions of health in Lesson 1, you examined the wellness wheels of two individuals.

(6) a. Think about the six dimensions of health and the relative amount of energy you spend on each. In the space provided create your own wellness wheel that illustrates the dimensions of health that are most important to you.

(3) b. What dimension of your life do you want to improve? How would improving this dimension help you make your life better?

_____

_____

_____

_____

_____

When you have completed question 2, continue where you left off on page 17 of the Student Module Booklet.

(12) 3. In Lesson 1 you considered how determinants of health affect the dimensions of health. Complete the following table to show how a specific determinant of health might affect each dimension of health by giving a real-life example.

Dimension of Health	A Determinant of Health that Affects this Dimension	An Example to Illustrate this Effect
Physical		
Emotional		
Spiritual		
Social		
Intellectual		
Vocational		

When you have completed question 3, continue where you left off on page 20 of the Student Module Booklet.

(12)

4. In Lesson 2 you thought about your self-image. In the following chart describe how you see yourself in each dimension of your life. Be realistic and positive.

Dimension of Health	How you See Yourself
Physical	
Emotional	
Spiritual	
Social	
Intellectual	
Vocational	

When you have completed question 4, continue where you left off on page 29 of the Student Module Booklet.

5. In Lesson 3 in your exploration of the social dimension of your life, you examined relationships and roles. You also reflected on developing and maintaining healthy relationships.

   Consider one of your current relationships. It could be your relationship with any friend or family member. Look at the benefits or the limitations of that relationship by answering **five** of the following questions. Explain your answers.

(10)

   a. Use the chart that follows to record your answers to the questions you choose. Keep the individual's name confidential. Remember to consider the benefits and limitations of the relationship.

      - What are this person's interests?
      - What people do I know that this person knows? Are these the type of people I like to be with?
      - What values do I share with this person?
      - What are my needs? Which of my needs are being met in this relationship?
      - What needs am I meeting for this person?
      - How do we both feel about issues such as dating, the roles of women and men, education, drugs, alcohol, and other issues of importance?
      - What demands is this person putting on me or is about to put on me?
      - Is this a shared partnership or is it a one-sided relationship in which I always get my way or in which the other person always gets his or her own way?
      - Do I like the person and feel comfortable with him or her, or do I feel as though I am being someone other than myself when I am with this person? Is this a positive feeling?
      - Does the other person help me to feel good about myself and my lifestyle?
      - Is this person empathetic and communicative?
      - Does this person help me to be the best that I can be?
      - Do I help the other person to be the best that he or she can be?
      - Am I communicative and empathetic toward the other person?
      - Do I feel good about the other person's lifestyle?

My Current Relationships	
Question	**Response**

(4) b. Based on your responses to the questions you answered in the chart, is this relationship good for you or does it limit what you can do or be? Explain.

When you have completed question 5, continue where you left off on page 39 of the Student Module Booklet.

6. In Lesson 3 you examined ending a relationship. Read the following description of the breakdown of a relationship. Then answer the questions that come after.

Kira and Marc have been dating since they were in grade 10. Kira wants a career in teaching, which means a lot of study and four years of university. Marc, since graduation from high school, wants more time for spending together, going out, and doing fun activities. He frequently hints to Kira that he thinks teaching is for losers. He points out to her that given her shyness about speaking publicly, she wouldn't do very well as a teacher. Kira realizes that what Marc really wants is for her to be around more and to do things for him instead of developing her own interests. Marc denies this when Kira confronts him but he continues to pressure her to give up her studies. Eventually Kira ends the relationship.

(2) a. What suggestion would you give to Kira and Marc about their relationship?

(2) b. Suggest **two** actions that Marc could take to heal from this loss.

(2) c. Although she ended the relationship, Kira also suffered a loss. How might she feel at the end of this relationship?

(2) d. What are **two** actions that Kira could take to begin the healing process?

When you have completed question 6, continue where you left off on page 44 of the Student Module Booklet.

7. In Lesson 4 you explored the intellectual dimension of health. You examined factors that affect learning and you considered theories and research about learning. You also reflected on the importance of different kinds of thinking. Consider the intellectual dimension of your life and what you know about the way you think and learn.

(3) a. Identify which of Gardner's multiple intelligences best applies to you. Give reasons to support your opinion.

(3) b. Identify whether you are left-brain or right-brain dominant. Give reasons to support your opinion.

(3) c. Identify your preferred learning style and describe your preferred learning environment.

(3) d. Identify the factors that either motivate you to learn or hinder your learning.

8. In Lesson 4 you examined ways you can improve your goal-setting and time-management skills.

(6) a. Karlen sets goals for himself but he never seems to achieve them. What advice would you give to Karlen so he can become effective at setting goals for himself?

(2) b. Identify the **two** types of resources that are used to help people reach their goals. Give an example of each type.

(2) c. Explain why having good time-management skills is important for achieving goals.

When you have completed question 8, continue where you left off on page 58 of the Student Module Booklet.

9. In Lesson 5 you examined the emotional dimension of your life. You explored identifying, understanding, and managing emotions.

(3) a. Explain the role that emotions play in decision-making.

(2) b. What is meant by emotional balance?

(3) c. What steps can you take to maintain emotional balance in your life?

(10)

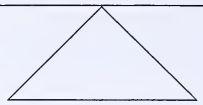
10. In Lesson 5 you also examined handling decisions and coping with peer pressure. Peer pressure often makes it difficult to make wise decisions. One way to meet this challenge is to use a P-M-I chart to organize your thoughts.

    Read the following scenario. Then pretend that you are Yolanda and complete the P-M-I chart on the next page.

    > Kelly drives up to Yolanda's house in a powerful sports car. The car belongs to Kelly's parents who are out of town and who have told Kelly not to drive the car. Kelly invites Yolanda to go for a joyride. Yolanda knows Kelly is not an experienced driver. Yolanda has to decide whether or not to go along for a ride.

P–M–I Decision-making Chart

Question: _____



Choice 1		Choice 2	
_____		_____	
_____		_____	
Plus	**Minus**	**Plus**	**Minus**
Interesting (Give Reasons Why)		**Interesting (Give Reasons Why)**	

My Decision

_____

_____

When you have completed question 10, submit Assignment Booklet 1A to your teacher and then continue where you left off on page 69 of the Student Module Booklet. (Have you included the signed form indicating your choice of Part A: Human Sexuality or Part B: Relationships?)

© 2008